

**Scarcliffe Primary School**  
**Marking Policy (September 2022)**

Introduction

At Scarcliffe Primary School, we believe that the most effective form of feedback is live feedback. Therefore, we aim to provide live feedback during lessons as much as possible. Where appropriate, teachers give developmental written feedback on children's work. All feedback is age appropriate and considers the individual needs of each child.

Aims and principles

- Feedback should be purposeful and help to move learning on.
- Anyone can mark work: teachers, teaching assistants or pupils.
- All work should be marked in some form, with the exception of jottings and some online work where oral feedback is given.
- Enhanced live feedback should be the main type of feedback given in lessons.
- Learning should be assessed against clear subject specific learning challenges.
- Feedback should pick up on non-negotiables in all lessons e.g. capital letters and full stops. Non-negotiables are age-appropriate and so will vary between classes and change as we move through the school year.
- Teachers should provide time in lessons for children to reflect on their learning and any verbal or written feedback.
- Feedback must be age appropriate.
- Adults should mark using a red pen.
- Children should mark and complete corrections in green pen.

Types of marking

- **Live marking** within lessons, alongside a pupil. This may be purely oral or involve jottings on work. The symbol VF should be written into books when a teacher has impacted on a child's learning through providing enhanced verbal feedback. For example, when reading through a paragraph with a child and improving it together.
- **Self-marking** – pupils can mark their own work where teachers think this is appropriate. We acknowledge that this provides children with instant feedback about their own understanding. Staff must check the self-marked work to gauge understanding and to ensure work is marked accurately.
- **Whole class feedback** should be provided where appropriate. For example, following an independent write. Teachers should provide the same written feedback to all pupils and evidence should be seen in books.
- **Light marking** can be used in some lessons. This may involve ticks, crosses/dots and more at the discretion of the marker.
- **SPAG** – spelling and punctuation should be marked as appropriate to the child. This could be through live feedback, using symbols (see Appendix 1) or by writing a comment onto the work. Teachers will address spellings, giving children an opportunity to correct or practise misspelled words. However, teachers will have their own methods of marking spellings which are age appropriate.
- **Deep marking** – this can follow more extended pieces of work. Children get in depth feedback and next steps – either written or oral.
- **Non-negotiables** – each class should have a list of non-negotiables displayed, which will be added to over time. These should include SPAG that children should not be getting wrong or forgetting in their writing. E.g. full stops. Missed non-negotiables should be corrected as soon as possible.

Summary

The marking and feedback described in this policy outlines the minimum expectations of staff when providing feedback to children. However, teachers may also add their own methods of marking and feedback to this as they deem appropriate.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis so that we can take account of improvements made in our practice. We will therefore review the policy on an annual basis, or sooner if issues are raised by staff, pupils or parents.

## **APPENDIX 1**

### Scarcliffe Primary School marking key

VF – Verbal feedback provided to child

■ or x – incorrect answer

⌋ - Next step to move learning on.

W – worked with an adult.

R – resources used to support learning within the lesson e.g. x table square.

sp – spelling

p – punctuation error

∧ - Insert word here/missing word


Supply – supply teacher delivered the lesson

G – group or paired work

Dojo – dojo awarded

Same day intervention (sticker) – same day intervention work completed with a TA or teacher.

Class 1 Marking key

W	Worked with an adult	R	Resources used
5	Write digits correctly	VF	Verbal feedback
Aā	Use capital letters to start a sentence.	▪	Incorrect answer.
Dojo	Dojo awarded	^	Missing word
✓ c	Correction completed		Use finger spaces between words.
sp	Check spelling	p	Check punctuation